

DOCUMENT RESUME

ED 341 490

PS 020 279

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TITLE FOSPA Program Description. Parent-Child Programs:
District 742 Community Education's Early Childhood
Family Education Project Revised .
INSTITUTION Saint Cloud Independent School District 742, Minn.
PUB DATE 90
NOTE 32p.; For a related document, see PS 020 728.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Budgets; Child Rearing; *Community Programs;
Demonstration Programs; *Family Programs; Models;
*Parent Child Relationship; *Parent Education;
*Parent Participation; Preschool Children; Preschool
Education; Program Effectiveness; Program
Implementation; Public Relations; *Skill
Development
IDENTIFIERS *Family Oriented Structured Preschool Activity MN;
Saint Cloud School District MN

ABSTRACT

The Family Oriented Structured Preschool Activity (FOSPA) program, an Early Childhood/Family Education program for parents and their 4-year-old children, is described. FOSPA is a nationally validated Title III, Elementary and Secondary Education Act demonstration project in the St. Cloud Community Schools district of Minnesota. Based on research findings that the early years are critical to a child's development and on the belief that parents can benefit if the educational community is willing to help them in their parenting role, the FOSPA program focuses on the quality of the parent-child relationship, the development of a competent and resourceful child, and support for parents in their parenting role. Parents and their children come to a center-based program once a week for 2 hours per session for approximately 25 weeks. At the center there is time for parent-child interaction and time for parents to meet separately with other parents and a parent educator. Children interact with each other and with the early childhood teacher in structured activities and free play. Activity kits, designed to teach cognitive skills to the children and to enhance the parent-child relationship, are available for families to take home. This report contains information on the program's philosophy and objectives, program activities, curriculum materials, activity kits, learning stations, evidence of effectiveness, community awareness, dissemination, budgets, and criteria for adoption elsewhere. (LB)

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PARENT-CHILD PROGRAMS

District 742 Community Education's
Early Childhood Family Education Project

FOSPA

Program Description

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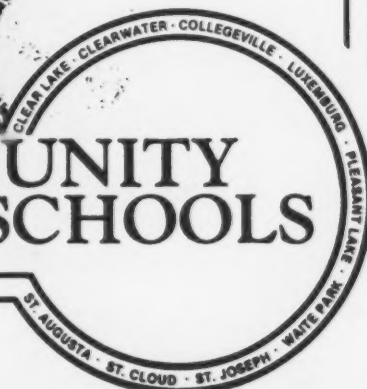
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**A Nationally Validated Title III, ESEA Developer/Demonstrator Project
American Vocational Association Parenthood/Child Development
Dissemination Project**



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District 742 Community Education's
Early Childhood Family Education Project

Parent-Child Programs

St. Cloud, Minnesota
(612) 253-5828

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY

"If a child is to keep alive his inborn sense of wonder ... he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."

-From Rachel Carson's
THE SENSE OF WONDER

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AN EDUCATIONAL MODEL . . . PARENT AS TEACHER

"The beginning is the most important part of the work" said the philosopher Plato. W. J. Murphy and a committee of District 742 personnel agreed with Plato's idea, and in 1972 they submitted a proposal to the State Department of Education for Title III Federal monies to implement the Family Oriented Structured Preschool Activity, (FOSPA).

FOSPA is an Early Childhood/Family Education (ECFE) Program for parents and their four-year-old children. The program is based on research findings that support the fact that the early years are critical to a child's development. Also, it is believed that parents, as their children's first and most significant teachers, can benefit when the educational community is willing to help them in their parenting role.

The FOSPA program focuses on the quality of the parent-child relationship, on the development of a competent, resourceful child, and on supporting parents in their parenting role. To implement this focus, the parents and their four-year old children come to a center based program once a week for twenty-five weeks. Each session lasts for approximately two hours. While at the center there is parent-child interaction time and time for parents to meet separately with other parents and a parent educator. Also, there is time for children to interact with one another and with the early childhood teacher in structured activities and free play. Activity kits, designed to teach cognitive skills to the children and to enhance the parent-child relationship, are available for families to take home each week.

Philosophy

FOSPA is based on the philosophy

- That a child's capacity to learn can be developed, and that much of his/her basic intelligence is formed by the time he/she reaches school.
- That a child's achievement is more closely related to the educational climate in the home and to the degree of parental involvement than it is to the quality of the school.
- That the vast majority of parents, regardless of socio-economic status, are vitally interested in their children's education and want to teach their children but feel that they need some help with teaching methods and materials.

- That a positive self-image is a basic ingredient to educational success, and that it can best be developed during the preschool years through a warm, intimate, loving, and sharing relationship between the child and his/her parent.
- That early identification of the handicapped child is extremely important because therapy is most effective during the child's formative preschool years.
- That the family and community are untapped educational resources.
- That when parents and teachers are involved cooperatively in the education of a child, significant gains can be realized.

Objectives

FOSPA'S objectives are

- To involve the child in an active-learning curriculum so that each child might achieve his/her potential.
- To provide parents with teaching methods and materials.
- To provide parents with an evaluation of their child.
- To provide parents with at-home activities and materials to help the child achieve his/her potential.
- To provide parents with information on child development, child management, family relationships, communication skills, etc., so that the child may develop in a very positive environment.
- To provide information and materials that will enable parents to develop a rich learning environment in the home.
- To provide a system of identifying the handicapped child and a way of serving the needs of this special child and his/her family.
- To give parents opportunities to meet with professional educators in an informal setting, thus dispelling some of the parent's fears and preparing them for a positive cooperative effort in the education of their child.

- To provide to community service providers ideas of how they can help parents develop their child's cognitive, physical, and affective skills.
- To provide to parents information on the community resources that are available to help them in their task of teaching and parenting their child.
- To help parents realize that it is okay to have a problem, it is okay to not have all the answers, and that the schools and other community resources are there to assist them.
- To provide a positive school experience for four-year-old children.

These are the basic philosophy and objectives that have been fundamental to District 742 Community School's venture in Early Childhood and Family Education. FOSPA began the classes for four-year-old children and their parents at a central location, Seton Hall; the program is now located in each of the primary schools in the district. These are called replica sites. Each site has its own part-time staff and makes use of whatever facilities are available in each school. A special early childhood room is ideal, but in most cases the kindergarten room is used after school hours. Every site has at least one, sometimes two, evening classes to accommodate the families in which both parents work during the day. We are now serving about 450 families, - 65% of the families in the district who have a four-year-old child.

Applications of FOSPA

The FOSPA process is being used in the following ways:

- Mainstream programs - serving all families in the district
- Kindergarten - involving parents in the kindergarten process
- Chapter I - serving designated families
(A Chapter I demonstration site in Wisconsin is available for awareness visits and training.)
- Early Childhood Special Education Programs - involving parents in the education of their children and providing support for parents
- Private Schools, YMCA, etc.

FOSPA was designed to be used with ten to twelve families in each group. If, however, the process is used with special needs children, the number of participants should be reduced.

PROGRAM ACTIVITIES

Orientation

A single orientation session for parents only, serves as an introduction to all aspects of FOSPA: the philosophy, the environment, the routine, and the components of the program.

Weekly Session

Once each week, parents and children attend a two hour FOSPA session. Activities during the session include the following:

1. Teachers model the learning stations that the participants will use during parent-child time.
2. Parent and child work and play together at learning stations for approximately thirty-five to forty minutes.
3. Children, under the direction of an early childhood teacher, work and play together. Activities might include stories, group games, art, music, and free play.
4. Parents, under the direction of a parent educator, meet together to discuss topics such as child development, parent-child communications, children's feelings, etc.
5. Activity kits are available; and a new kit may be taken home each week.

At the beginning of the school year, the teacher may give to each child a diagnostic assessment designed to provide parents with information which could help them select activity kits. At the end of the year the same diagnostic assessment is given to the child, providing data to measure his/her cognitive growth.

Home Visits

Home visits by a teacher or special needs coordinator provide an opportunity for personal guidance and tutoring. Parents are offered a home visit when (1) they are unable for some reason (health, transportation, etc.) to come to the preschool center, (2) they need special help and individualized attention, or (3) they perceive a special problem with their child.

A special needs coordinator can also work with public health nurses and welfare and human service providers who are in a position to identify parents needing support in their parenting roles. A sense of trust built through regular home visits can enable a parent to ease into a group situation, such as FOSPA, which they may have initially been unable to handle.

CURRICULUM MATERIALS

Preschool At-Home Activity Kits

An ungraded hierarchy of sixty-five Activity Kits has been developed in five skill areas (motor, classification, auditory, visual, body image) and in general enrichment. The kits make up the basic "at-home" curriculum of the project. An activity kit is used at home, and it teaches to a single skill or enrichment area. Each kit contains a booklet of five activities and various consumable and/or nonconsumable materials. The materials are designed to be used with the activities suggested in the booklet, or they can be used independently by the child in his/her own way. Parents are encouraged to expand on the activities, to alter the activities, or to create new activities.

A supplemental set of 31 At-Home Activity Kits is also available with the program. They have been used as a parent involvement component in Kindergartens or as a supplement to a preschool program.

In 1981 Take Home Activity Kits were developed in the area of art (15) and music (12). These kits are meant to broaden the enrichment component of the activity kits and provide additional sensory experiences.

Learning Stations

A collection of over 600 activities in ten different skill areas (body image, auditory skills, visual skills, physical skills, organizing skills, language, mathematical experiences, scientific experiences, social concepts, art and music). There are 350 pages of ideas suitable for parent-child time, teacher-child time, or circle time. (New in 1989)

FOSPA Teacher's Manual

This is a comprehensive guide developed in 1990 to be used especially by the early childhood educator and parent educator. It describes the considerations and details necessary in planning and implementing a quality FOSPA experience during circle time, parent-child time, and teacher-child time.

Parent's Guide to FOSPA (Parent Handbook)

This guide provides parents with a wealth of information on child development and helpful hints of how to best work with their child. There are pages to record which activity kits they choose as well as a comprehensive listing and description of all the activity kits.

FOSPA Materials and Cost Book (updated yearly)

This manual lists all the materials, where they can be purchased, and the cost of each item. It lists all the materials needed -- whether commercial or homemade -- for the learning stations, activity kits, and room set up costs.

FOSPA Parent Discussion Guide (Revised 1981)

This guide is for the parent educator. It has numerous discussion topics, resources, and ideas to use with parents during the parent discussion component.

Guide to FOSPA (Revised 1986)

This overall guide includes administrative considerations, preschool assessment forms and useful information for implementing a FOSPA program.

District 742 Parent-Child Programs Mission Statement and Objectives

This includes the mission statement, goals, and objectives for parents and children in both the PAT (Parents Are Teachers) and FOSPA (Family Oriented Structured Preschool Activity) programs.

FOSPA Filmstrips and tapes

"Learning Environment"

This filmstrip gives an overview of a typical FOSPA session. It explains the components of the program and is useful for awareness sessions, and to show to interested community groups.

"Model Teaching"

This filmstrip explains the FOSPA method of teaching young children through "model teaching". Model Teaching is done at learning stations which parents and children do together.

"Activity Kit and Record Keeping"

This filmstrip explains how to use and record the activity kits.

OUTLINE OF ACTIVITY KIT SKILL AREAS

* indicates Supplemental Activity Kits

AREA I. BODY IMAGE

<u>Sub Area</u>	<u>Title</u>	<u>Objective</u>
A. Whole Body Awareness "What	1. WHO I AM	To focus upon "Who I Am."
	2. WHAT I DO	To focus upon I Do."
	3. BODY PART IDENTIFICATION	To locate, identify & name body parts.
	4. BODY PARTS FUNCTION	To identify & explain the function of some body parts.
	5. LATERALITY	To locate & identify the two sides of the body.
	6. LEFT & RIGHT	To distinguish between the right & left sides of the body.
B. Spatial Relationships	1. USING SELF	To move one's body in his/her environment.
	2. USING OBJECTS	To observe & identify objects in relation to their position to other objects.
	3. USING PICTURES	To observe & identify spatial relationships between one object & another as shown in pictures.
	*4. LOCATING OBJECTS	To locate objects in space.

AREA II. AUDITORY

<u>Sub Area</u>	<u>Title</u>	<u>Objective</u>
A. Inside Sounds		To identify sounds heard indoors.
B. Outside Sounds		To identify sounds heard outdoors.
C. Voices		To distinguish among some qualities of voice sounds.
D. Quality of Sound	1. LOUD & SOFT	To distinguish between, identify & produce loud & soft sounds.
	2. PITCH	To distinguish between, identify & match non-verbal sounds.
E. Focus/Field	1. FOCUS ON A SOUND	To focus on one specific sound when other sounds are occurring at the same time.
	*2. DISTINGUISHING SOUNDS	To distinguish between certain sounds.
F. Auditory Sequential Memory	1. FOLLOWING DIRECTIONS	To follow two & three step directions in specific order.
	2. WORDS, PHRASES, SENTENCES	To remember words, phrases & sentences in order without a visual clue.
	3. EVENTS, STORIES, RHYMES	To listen to & recall events, stories & rhymes in sequence.
		*c. To remember the main idea, some details & the sequence of a story.

- | | | |
|---------------------|-------------------|---|
| | 4. SOUNDS | To listen, identify and remember sequences of sounds. |
| G. Rhyming | 1. IDENTIFICATION | To identify rhyming words. |
| | 2. PRODUCTION | To produce rhyming words. |
| | 3. RECOGNITION | *a. To identify rhyming words

*b. To help the child recognize words that rhyme. |
| H. Beginning Sounds | | *a. To identify words that do & do not begin alike.

*b. To match beginning sounds. |

AREA III. VISUAL

- | | | |
|------------|--------------------|--|
| A. Actions | | To distinguish differences between actions. |
| B. Objects | 1. OBSERVING | To observe, label & describe concrete & pictured objects. |
| | *2. DISTINGUISHING | To distinguish between objects in one's visual environment. |
| C. Colors | 1. RED | To identify & name the color red. To learn the safety function of the color red. |
| | 2. YELLOW | To identify & name the color yellow. |
| | 3. BLUE | To identify & name the color blue. |
| | 4. COMBINATION | To identify, name & discriminate between the colors red, yellow & blue. |

	5. OTHERS	*a. To identify the colors red, orange, white, brown & purple. *b. To identify the colors blue, green, black & yellow.
D. Shapes	1. CIRCLE	To identify and name round objects & circles.
	2. TRIANGLE	To identify & name triangles.
	3. RECTANGLE	To identify & name rectangles.
	4. COMBINATION	To identify, name & distinguish between the shapes: circle, triangle & rectangle.
	*5. DIFFERENCES	To look at pictures & tell how they are different.
E. Figure Ground	1. CONCRETE OBJECTS	To identify a particular object or figure within a detailed background.
	2. PICTURES	To identify specific objects on paper in a detailed background.
F. Visual Closure		To identify a known object from an incomplete visual presentation.
G. Visual Sequencing	1. CONCRETE OBJECTS	*a. To pattern objects in sequential order. *c. To identify & reproduce patterns *d. To identify & make symmetrical objects

- | | | |
|-----------------------------|-----------------------|--|
| | 2. STORIES & EVENTS | To chronologically sequence stories & events. |
| H. Visual Memory | | To accurately remember previous visual experience. |
| I. Visual Sequential Memory | 1. CONCRETE OBJECTS | To visually remember the specific order of a number of objects. |
| | 2. PICTURES & SYMBOLS | To remember & order a series of pictures & symbols presented on paper. |

AREA IV. MOTOR

- | | | |
|-----------------|------------------------------|--|
| A. Large Muscle | | To develop large muscle skills. |
| B. Small Muscle | 1. SMALL MUSCLE DEXTERITY | To develop dexterity in the small muscles in the hand through play activities. |
| | 2. SMALL MUSCLE COORDINATION | To develop coordination in the small muscles in the hand through play activities. |
| | 3. SMALL MUSCLE STRENGTH | To develop strength in the small muscles of the hand through play activities. |
| | 4. SMALL MUSCLE FLEXIBILITY | <p>a. To develop flexibility in small hand muscles through play activities.</p> <p>b. To develop flexibility in small hand muscles through use of sign language.</p> |

- | | | |
|----|---|--|
| 5. | EYE-HAND COOR-
DINATION -
VISUAL TRACKING | To develop the ability
to visually follow &
manipulate objects in
motion. |
| 6. | SCHOOL-RELATED
SMALL MUSCLE
ACTIVITIES | To develop small hand
muscle control using
school-related activi-
ties. |
| 7. | PAPER FOLDING
(ORIGAMI) | To exercise hand &
finger muscles. |

AREA V. CLASSIFICATION

- | | | |
|-------------------------|-------------------------------|--|
| A. Big & Little | 1. COMPARISON | To observe, identify
& label objects or
pictures of objects
as "big" or "little." |
| | *2. SIZES | To identify sizes of
objects. |
| B. Same &
Different | 1. OBSERVING &
CLASSIFYING | To observe, identify
& name how objects,
pictures of objects
& named items are the
same & different. |
| | *3. MATCH IDENTICAL
SHAPES | To recognize identi-
cally shaped letters
& numbers by form
alone. |
| | *4. MATCH WORDS
& PHRASES | To pick out a word or
phrase identical to
another word or
phrase. |
| C. Common
Associates | 1. GO-TOGETHERS | To classify according
to common association
objects, pictures of
objects and names of
objects. |
| | 2. GROUPING | To classify by
grouping pictures,
shapes & named items
into sets based on
common character-
istics. |

	3. CATEGORIES	To classify by categories or systems.
D. Discrepancies		To classify according to what is wrong or doesn't belong in a group of pictures or words.

AREA VI. ENRICHMENT

A. Physical Science	1. AIR	To demonstrate some ways to show air exists.
	2. EVAPORATION, CONDENSATION & SOLUTION	To demonstrate evaporation, condensation and solution.
	3. LIGHT	To develop an awareness of light & shadow & to demonstrate some of the physical properties of light.
	4. LIGHT & SHADOW	To demonstrate an understanding of light and shadow.
B. Natural Science	1. SEASONS	To help your child understand the concept "season" and to make him/her more aware of the changing environment.
	2. GROWTH	To show your child that living things grow, and that they grow at different rates.
	3. BIRDS	To enable your child to demonstrate an awareness of birds as a part of his/her natural environment.

- | | | |
|----------|---------------------------|---|
| | 4. TREES | To help your child become aware of trees, & more open to his/her natural surroundings. |
| | 5. SEEDS | To help your child develop his/her power of observation & to learn "where plants come from" by working with seeds. |
| | 6. PLANTS | To develop in your child an awareness of the different plants in his/her environment. |
| | 7. LOWER PLANT | To increase your child's awareness of the lower plant forms in his/her environment & of their importance to humans. |
| C. Foods | *1. FRESH & STALE FORMS | To help your child determine whether or not many common food items are fresh or stale. |
| | *2. MEAL CLASSIFICATION | To aid your child in classifying food items from pictures as appropriate for breakfast, lunch, dinner, snacks and special days. |
| | *3. VISUAL CLASSIFICATION | To assist your child in using his/her sense of sight to identify and enjoy food. |

AREA VII. TIME

*To distinguish between month, year and times of day.

AREA VIII. PRE-READING - COMPREHENSION

- | | |
|-------------------|--|
| *1. SENSORY WORDS | To identify sensory words |
| *2. EMOTIONS | To identify emotions. |
| *3. TRUE & FALSE | To identify true and false statements. |
| *4. NONSENSE | To identify nonsense elements in a story. |
| *5. STORIES | To identify meaning, setting and describe characters in a story. |

AREA IX. PRE-READING - THE ALPHABET

- | | | |
|-------------------|-------------------------------|---|
| A. Matching | *1. MATCHING LETTERS | To match letters. |
| | *2. MATCHING BEGINNING SOUNDS | To match beginning sounds. |
| B. Identification | | To identify upper and lower case letters. |

AREA X. PRE-MATH

- | | | |
|-------------------|-----------------------------|---|
| A. Identification | *1. SETS | To identify sets. |
| | *2. MORE & LESS | To compare sets using one-to-one matching to determine which set has the "more" or "fewer" members when two sets are not alike. |
| B. Matching | *1. MATCHING SETS & NUMBERS | To identify sets of 0, 1, 2, 3, ... 10 and to recognize the numbers 1, 2, 3,...10. |

Learning Stations

A learning station is an activity or an environment (house, block, story, art area) which has been prepared for a child-involved, active-learning experience. Each station is planned around a specific behavioral objective that is designed to facilitate learning in a basic skill area. After the teachers have modeled the learning stations for the parents and children, each parent and his/her child work at the learning stations of the child's choosing.

LEARNING STATION SKILL AREAS

- I. Body Image
 - A. body awareness
 - B. spatial relationships
- II. Auditory Skills
 - A. sound perception
 - B. receptive language
- III. Visual Skills
 - A. color
 - B. shapes
 - C. size
 - D. visual perception
 - E. letter recognition
- IV. Physical Skills
 - A. balance
 - B. basic movement
 - C. throwing and catching
 - D. visual and manual coordination
 - E. strength
- V. Organizing Skills
 - A. classification
 - B. sequencing
 - C. seriation
- VI. Language
 - A. productive language
 - B. literature
- VII. Mathematical Experiences
 - A. mathematical concepts
 - B. measurement concepts
- VIII. Scientific Experiences
 - A. physical sciences
 - B. life sciences

IX. Social Concepts

- A. individual
- B. family
- C. community
- D. world

X. Self-Expression

- A. arts and crafts
- B. music and fingerplays
- C. dramatization

EVIDENCE OF EFFECTIVENESS

The primary focus of FOSPA has continued to be the growth of the child, the parent, and the parent-child relationship. All aspects of the program are aimed at enhancing these growth processes.

Before a child enters the program, many factors contribute to his/her growth. During the child's participation in FOSPA many facets of the program contribute to his/her cognitive, physical, and effective growth. Many factors that may influence this growth in the child:

1. the parent's individual involvement with his/her child
2. the degree of participation in the program, including the number of kits used, the types of kits used, and the effectiveness of the use of the kits
3. the child's participation in teacher-child time
4. the child's involvement in learning station activities
5. the parent's participation in parent discussion time

As shown by an evaluation of the FOSPA program, done in 1975, the evidence for cognitive growth of the child participating in FOSPA is quite clear. The evaluation design, implementation, and data analysis have been validated by a National Validation Team and by the National Dissemination Review Panel. Briefly, the design was a measure of the number of skills the child who had been in the program possessed, compared to children, matched on age, who were just entering the program. Of the twenty-two skills assessed, program participants generally possessed over 25% more than the comparison group. Tests of statistical significance were run in all cases and an accepted level (.05) was reached in all cases. Thus, there is clear evidence that as a result of being in the program, four-year-old children have more age appropriate cognitive skills than children of the same age who have not been in the program.

The evaluation attempted to determine some of the factors that might be associated with the cognitive growth. It looked at the use of kits, the socio-economic level of the parents, the level of participation by fathers, and the age in months of the child. Analysis of the information in relation to each of these factors led to the conclusion that only one of these factors makes a difference: the extent of activity kit usage. The evaluation showed that the children who used more kits did better.

The FOSPA program has attempted to evaluate other effects of the program on participants, but at this time there is nothing conclusive to present. Parents have probably modified their parenting methods as a result of the program. The only confirmation that parents have changed is through their personal observations and testimonies.

Parents were asked: Did your experience with the FOSPA Preschool Project help you

- to develop a better learning environment in your home?
- to be more confident as a teacher of your child?
- to feel more relaxed and confident with your role as a parent?
- to be more aware of the impact of your home environment on your child's learning?
- to be more effective as a parent?
- to grow personally?
- to work with your family better?
- to be more confident in dealing with the school and teachers?

Parents indicated positive gains in all of the above areas.

Many surveys document that parents generally enjoy participating in the FOSPA program. Only a very few families start the program and then discontinue during the year without a good reason (e.g. moving away). Our drop-out rate is 1% - not bad for a voluntary program!

Recent research has been published documenting the long-term effects of quality early childhood programs with parent involvement. Now that parent education programs have some years of experience behind them, researchers are able to collect data and document evidence. This evidence is indicating that quality programs involving parents have positive long-term effects on children.

Currently, an evaluation study is being conducted with FOSPA families. Previous evaluations have shown that the children have had a stimulating year because of the project, but the effects of the program on parenting skills need to be evaluated. At this point the evidenced strengths of the project show it to be a valuable service to the children and their parents.

Complete evaluation data - with numbers and test information - are available. Those interested in obtaining a copy of the evaluation data may contact District 742 ECFE, 628 Roosevelt Road, St. Cloud, MN 56301.

COMMUNITY AWARENESS

Dissemination of information about the project is essential, especially since participation in the preschool project is totally voluntary. The community at large can be informed about the project and new participants recruited through a well-timed saturation of both print and non-print media.

Timing of publicity is important. A month-long saturation of the media immediately prior to the beginning of the school year, can be effective. Then, as the school year commences, media coverage tapers off, and "word-of-mouth" advertising becomes a top priority awareness tactic. Occasional human interest articles and announcements of activities maintain an awareness throughout the remainder of the year.

The following types of printed material are effective:

Printed flyers - A flyer gives a summary description of the program; it would include such things as cost, location, time, and registration information. A mailing of such a flyer to families of four-year-old children (an area census list provides the names of families), would provide a very good publicity opportunity.

Newspaper articles, announcements, advertisements, and letters to editors

Newsletters, church bulletins, newsletters at individual schools, and district wide newsletters

The following types of non-print media are effective:

Radio - coverage on talk shows, on news programs, and in spot announcements

Television - coverage through local programing, on cable television, and in school district announcements

Telephone - A telephone call to inform parents about the program is often a very successful dissemination tactic. The school census indicates which families in the school district have a child of the appropriate age to participate in the preschool program.

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY DISSEMINATION PROJECT

The District 742 Community Schools, located in the St. Cloud, Minnesota area, has a successful FOSPA program for four-year-old children and their parents. Until 1982, the U.S. Office of Education, through Title IV, Section 306, Part C, allocated funds to establish the Family Oriented Structured Preschool Activity Dissemination/Developer Project. The FOSPA dissemination trainer assists interested educational agencies in implementing programs similar to FOSPA. Specifically, the dissemination trainer will coordinate program adoption and awareness activities. The activities include the distribution of information and materials, limited visits to the St. Cloud model site, area workshops and presentations, in-service activities, and follow-up visitations and consultations at the adoption site. In addition, the staff will be available to answer questions.

CRITERIA FOR ADOPTION OF FOSPA

General Criteria

The FOSPA program can be used effectively as a mainstream preschool activity. The school district must be committed to the concept of parent involvement in the school, because parental commitment to children's education tends to continue when children enter kindergarten. The staff that is selected for the project must be composed of people who work comfortably with each other as members of a team. The staff members must believe that parents with training and suitable materials can be very effective teachers of their children. The staff must also believe that the learning environment in the home is important to the child's academic achievement and that positive family relationships are very important to the development of a child's self-concept.

In addition to being used as a mainstream preschool activity, the FOSPA process can also be used with Chapter I, Early Childhood Special Education, Kindergarten, and as a part of private school programs.

Staffing

A part-time parent educator and part-time early childhood educator or assistant* constitute an appropriate amount of staff to work effectively with fifty families.

Facilities Needed

A large, open room, equipped with the usual early childhood equipment, is needed for parent-child time and teacher-child time. Another room large enough to seat twenty-five adults is needed for parent discussion time. In addition, there should be storage space for teaching supplies, a parent-resource library, and activity kits. Staff also needs access to the following audio-visual equipment: a VCR, a phonograph, a filmstrip projector, a tape recorder, and a chalkboard.

* Minnesota replications using ECFE levy/state aid monies are required to employ a licensed Early Childhood Educator to work with the children.

SET-UP/FIRST YEAR BUDGET
(Effective July 1, 1989)

Staff Hours

The staff will receive training, participate in outreach activities, prepare materials, and teach groups. (A group is assumed to be ten to twelve families, meeting twenty-five weeks for two hours per week.)

Program Coordinator	100 hours
Parent Educator	54 hours/group
Early Childhood Educator	54 hours/group
Staff hours for training (2-day training)	16 hours/staff member

Training and Replication Costs

In St. Cloud

Two-day FOSPA Training	- \$102/person - \$75 per agency for program manuals (includes <u>FOSPA Teacher's Manual</u>)
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Three-day PAT/FOSPA Training	- \$175/person - \$150 per agency for program manuals (includes <u>FOSPA Teacher's Manual</u> and <u>PAT Teacher's Manual</u>)
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In Minnesota, Outside of St. Cloud

Two-day FOSPA Training	- \$650 (maximum 25 people) - travel expenses and per diem of Trainer - \$75 per agency for program manuals - \$2 per participant for handouts, resource lists, etc.
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Three-day PAT/FOSPA Training

- \$900 (maximum 25 people)
- travel expenses and per diem of Trainer
- \$150 per agency for program manuals
- \$2 per participant for handouts, resource lists, etc.

Out-of-State (not Minnesota)

Two-day FOSPA Training

- \$850 (maximum 25 people)
- travel expenses and per diem of Trainer
- \$75 per agency for program manuals
- \$2 per participant for handouts, resource lists, etc.

Three-day PAT/FOSPA Training

- \$1,125 (maximum 25 people)
- travel expenses and per diem of Trainer
- \$150 per agency for program manuals

MATERIALS AND EQUIPMENT COSTS

* <u>FOSPA Teacher's Manual</u> (new, 1990)	35.00
* <u>FOSPA Administrator's Manual</u> (in Press 1991)	
* <u>Parent Discussion Guide</u>	25.00
<u>Parent's Guide to FOSPA</u> (Parent Handbook)	15.00
<u>Materials and Cost Book</u> (Revised yearly)	20.00
<u>Preschool and Supplemental Learning Stations</u> (direction sheets) (new 1989)	35.00
Preschool At-Home Activity Kits (65) (direction sheets)	82.00** (set)
Supplemental Activity Kits (32) (direction sheets)	38.00** (set)
Music Activity Kits (12) (new 1981)	10.00
Art Activity Kits (15) (new 1981)	15.00

District 742 Parent-Child Programs
Mission Statement and Objectives

20.00

FOSPA Filmstrip Presentations:	<u>Rental</u>	<u>Purchase</u>
"Learning Environment"	15.00	45.00
"Model Teaching"	15.00	45.00
"Activity Kit and Record Keeping"	15.00	45.00

**Some of the project materials listed require commercial materials for completion. Those costs are summarized below. These items must be obtained from the suppliers and are subject to price changes and availability. Details on the sources and costs are found in the Materials and Cost Book, which is updated yearly.

Commercial materials to accompany Preschool At-Home Activity Kits 518.40

Commercial materials to accompany Supplemental At-Home Activity Kits 382.91

Commercial materials to accompany Learning Stations used during the first five sessions 455.60

Commercial materials to accompany all other Learning Stations 1,722.98

Basic equipment to furnish early childhood room 1,465.70

Basic equipment to furnish parent discussion area 100.00

Parent discussion materials (books, videos, handouts, etc.) 500.00

The following materials developed by the FOSPA Staff may be purchased from Minnesota Curriculum Services Center (MCSC), 3554 White Bear Avenue, White Bear Lake, MN 55110-5496.

____ Parents And Adolescents Communicating (PAAC) \$15.00
A complete curriculum to be used with both parents and adolescents (11-14 years). This curriculum is divided into eight sections and includes activities, games and discussion outlines for both parents and adolescents. (200 pages) (new 1983)

____ Preventing Sexual Abuse of Children \$ 5.75
This curriculum is used with adults and parents who work with preschool and lower elementary aged children. The manual is divided into three sections: (1) a section for social workers and professionals, (2) a facilitator section for use with parents, and (3) a section with activities and materials to use with young children. (125 pages) (new 1983)

ON GOING YEARLY COSTS FOR 25 TWO HOUR SESSIONS

(Based on 50 Families - 4 or 5 groups)

Staff

*Parent Educator

18 hours for 27 weeks @ \$15.00 per hour \$7,290.00

**Early Childhood Educator

18 hours for 27 weeks @ \$15.00 per hour 7,290.00

(Staff hours include: group contact time, room set-up time, staff meetings, beginning of the year workshop, team meetings, etc.)

Travel 50.00

Fringe Benefits - 19% 2,770.20

Materials 500.00

TOTAL \$17,900.20

The cost per family averages approximately \$350.

*75% of the parent educator's salary is reimbursable from Adult Vocational Education, if he/she is certified in consumer homemaking or other areas approved by the State Department of Education, Division of Vocational Technical Education.

**Minnesota replications using ECFE levy monies are required to employ an Early Childhood Certified Educator to work with the children. Other programs may choose to use an Educational Aide. If this is the case, the salary should be figured at the Aide's lower pay level.

PROGRAM ADOPTION PROCEDURES AND TRAINING

The procedure to adopt the Family Oriented Structured Preschool Activity Project varies since it depends on the educational agency's needs. The first step is contacting the State Facilitator and expressing an interest in the program. Educational agencies in areas without a State Facilitator should contact FOSPA directly for any additional information needed for a decision on adopting the FOSPA model. Visits to the St. Cloud program are scheduled on a limited basis. An educational agency would be required to make a commitment to adopt the program before its staff could pursue training. After a commitment has been made, arrangements can be made for in-service training. The in-service training is accomplished preferably with the adoptive program staff spending two days with the FOSPA training staff discussing and observing the program. This is ideally done at the model site, but arrangements can be made for the training staff to travel to the adoptive site.

Adoptable components of the program include the following:

1. A learning environment where the parent and his/her child play and learn together at a variety of learning stations. A learning environment for teacher-child time, including teacher-directed activities and free play.
2. Model teaching of learning stations by a professional teacher for the benefit of the parents and children.
3. Parent discussion groups facilitated by a parent educator.
4. Pre- and post-assessment of the child's skills.
5. Use of the At-Home Activity Kits by parents to teach his/her children at home.

The new program would be deemed an adoption if the adoptive educational agency's pilot model contained any of the following combinations of adoptable components:

- 1,2,3,4,5,
- 1,3,4,5
- 1,2,3,4
- 1,2,3
- 3,4,5
- 1,2
- 4,5

After agreeing to replicate the program and after participating in a staff training workshop, an adopter site can purchase FOSPA materials.

FUNDING SOURCES

The FOSPA project, located in the St. Cloud, Minnesota area, is administered through District 742's Community Education Department. The project is funded through a combination of parent fees, local levy, state aid, and state adult vocational education monies. In addition to these funding sources, adoptive programs may be able to find funding through Chapter I - Special Education and special grants.

ASSISTANCE AVAILABLE FOR REPLICATING SITES

1. To assist in a decision on replication, the following services are available:
 - a) telephone consultation
 - b) awareness materials, including filmstrips for rent
 - c) observation of demonstration sites
 - d) suggestions for possible sources of funding
 - e) information about applying for funds
2. After a commitment is made to replicate all or part of the program, the following services are available:
 - a) staff training workshops (It is preferable to do trainings at the St. Cloud model site, but if distance is prohibitive, arrangements can be made for training at the adoptive site.)
 - b) the opportunity to purchase any or all FOSPA materials
 - c) assistance in community awareness of your program
3. FOSPA replication sites are provided with the following:
 - a) technical assistance by telephone
 - b) technical assistance and/or observation at the FOSPA model site for the staff of the adoptive site, for one year following the training workshop
 - c) a follow-up visit to the adoptive site for consultation, if requested by the adopter (expenses paid by adopter)
 - d) a newsletter containing information on new and updated FOSPA materials